

STYLE SHEET



How to Use Writing Style Sheets with Students

Rationale: Each style sheet has been developed and designed for a specific novel and that author's style. The chosen styles are found throughout the work so students will recognize these as they read the selection. These styles will be modeled by students in their own writing to foster development of style.

Procedure: The style sheet should be handed out to students after the teacher has introduced the novel and several chapters have been read. Review the styles and examples from the handout together with students. This helps ensure students will be able to locate the styles in the following suggested options for use.

Options for Use: Students will be working with the novel text. This provides students the chance to consider the selection from the perspective of a writer. Use this opportunity to teach the use of quotations when extracting material from text.

- Place students in small groups. Assign each group one or two styles to locate in the text.
- Assign students to individually locate one example of each style in the text.
- Locate one example of each style from the text together as a whole group.

Transfer: Have students develop a first draft writing on a topic appropriate to the unit of study or course scope and sequence. The teacher will set the requirements for the number of style examples students must use in their writing.

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KORMAN'S Language in SCHOOLED

1. **IDIOMS** - Use idioms for effect. (Idioms are phrases or expressions that are figurative with hidden meanings)
 - a. EX: "...our assistant principal never took Cap aside and explained to him that someone was yanking his chain."

2. **HYPERBOLE** – Use a hyperbole, a gross exaggeration, to create an effect.
 - a. EX: "In a million years, there could not have been anyone more perfect for this job than Hugh."

3. **POINT OF VIEW** – The perspective or viewpoint from which a story is being told (characters/narrator).
 - a. EX: Korman alternates point of view in each chapter allowing the story to unfold from the perspective of Cap, Zach, Hugh, Mrs. Donnelly and others.

4. **DASH** - The dash (–) is used to set off additional material within a sentence to show emphasis, pause for effect, for appositive, or to indicate missing words.
 - a. EX: "His clothes looked like pajamas – *homemade pajamas.*"

5. **CLIFFHANGER/POWER SENTENCE** – End paragraphs with a cliffhanger or power sentence to create a feeling of suspense or anticipation.
 - a. EX: "That was when I started to worry about what was going to happen to me."